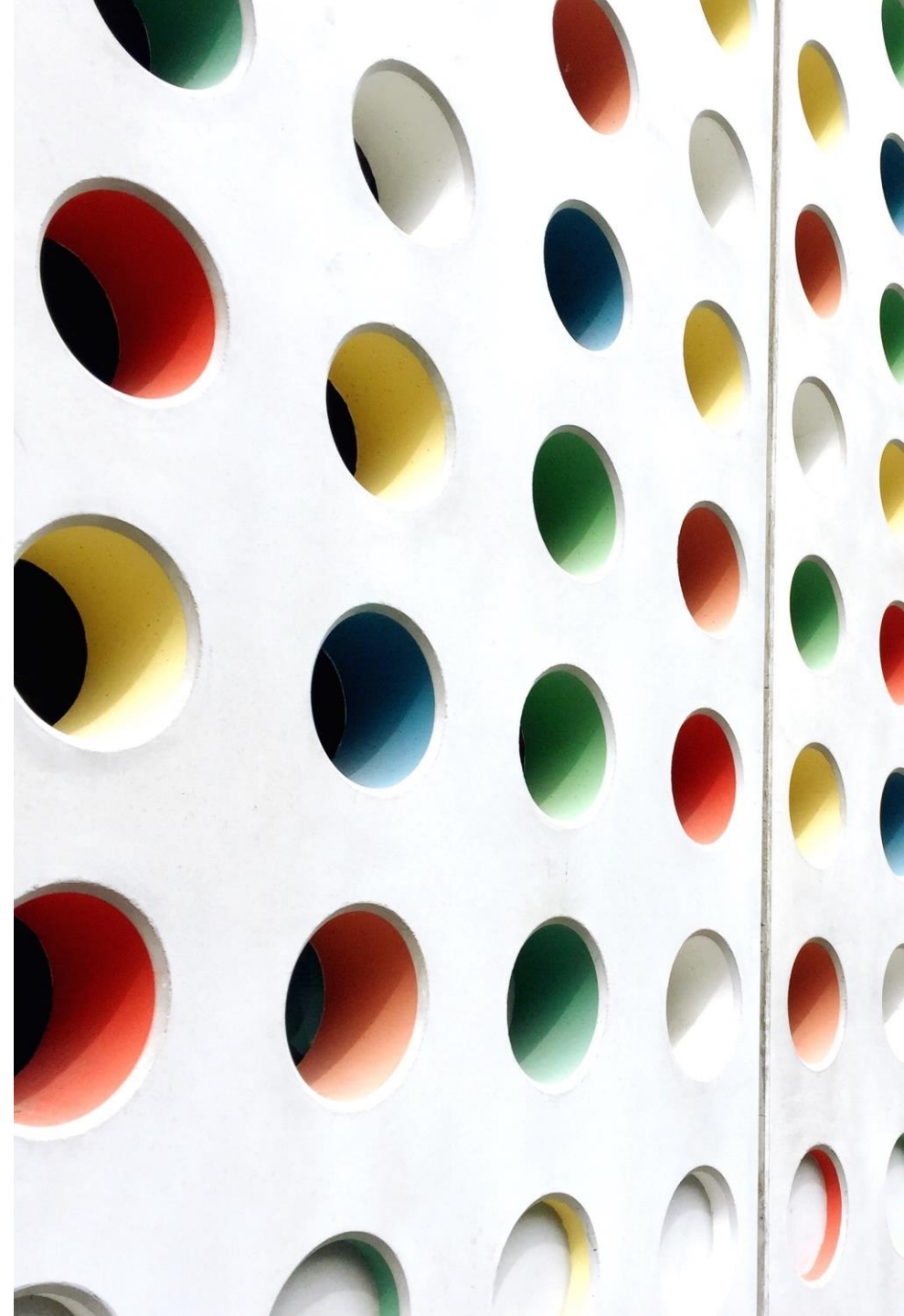


Reimagining Middle Schools

BELLEVUE SCHOOL DISTRICT
2022-2023 SCHOOL YEAR
STEERING COMMITTEE MEETING # 11 (2/7/23)
ADAMS



MIXED GROUPS

Team #1	Team #2	Team #3	Team #4
Project Based Learning	Advisory / Homeroom	Block Scheduling	Teacher Teams with Cohorts
Anna	Kalena	Tom	Regen
Valeri	Courtney	Annisa	Dan
Ishaan	James	Susan	G
Scott	Danielle	Mariela	Wendy
Nellie	Jessi	Tori	Susie
	Darren	Drew	Gabe
		Giovanni	Mathew

Objectives

Objectives for Today:

- Create “scrappy” prototypes for each of the four key areas.
 - Share feedback collected so far, refine initial scrappy prototypes, and prepare them for sharing.

Meeting #	Dates	Topic
RMS 10	2/2/23	Prototyping I
	2/3-2/6	Steering Committee Homework: Ask another person for feedback Feedback Loop
RMS 11	2/7/23	Prototyping II
	2/8-3/8	Steering Committee Homework: ask another person for feedback Feedback Loop
	3/2/23	Listening Campaign based on prototype II 3/2 Staff Outreach Visits-Face to Face Interactions Feedback Loop
RMS 12	3/9/23 (add 30 min)	RMS Meeting Presenting Staff Data Presenting out of state visit and local visits Include feedback in prototype III
	3/13-3/16	Listening Campaign Students & Guardians Outreach Visits-Face to Face Interactions Students: MLL/Dual (highland), Spec ed (tillicum), BSU (odle), Leadership (tyee), AL (chinook) Guardians: At each site Feedback Loop
RMS 13	3/23/23	RMS Meeting Presenting Students & Guardians Data Include feedback in prototype IV
	3/27-4/5 (10 days)	Survey prototype IV (Students & Guardians AND Staff Input)

Agenda

Part 2 (Feb 7)

- Meeting overview (3 min)
 - Share feedback collected so far, **refine** initial scrappy prototypes, and prepare them for sharing (30 min)
 - **Rotations** to view and share feedback on the prototypes (40 min)
 - **Refine** prototypes (40 min)
- Next steps (be ready for listening sessions) (7 min)

Agreements

- ❖ We're in the early stages of rapid prototyping where *rough is right*, so be creative and playful
- ❖ Be enthusiastic but not attached to the ideas in your prototype
- ❖ Monitor your airtime
- ❖ Be curious

Prototype

Share

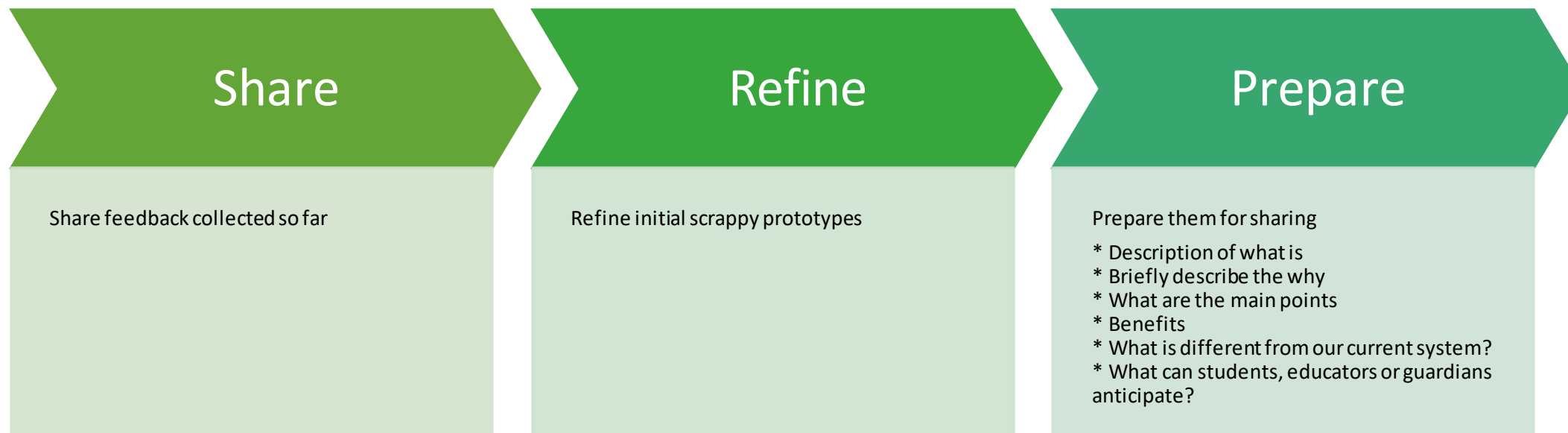
PROTOTYPE

Refine

Get Feedback



Share, Refine and Prepare



Select who will be presenting (2-3 min pitch) and staying behind

Prototype

Share

SHARE AND GET FEEDBACK

Refine

Get Feedback



Rotations

1- Sharing
your Prototype



2- Getting
Feedback

Rotations to View and Share Feedback

Town Hall

Engage large groups in the evaluation and improvement

During this test, we will use a town hall to **gather input** and **ask questions**.

***Do not use this as a chance to defend or sell the group on a concept or proposal.

During the feedback portion, you will need to provide an artifact that represents the concept. It could be a summary poster that shows key storyboard images, a schedule, communication materials, etc.



Start by clarifying the problem you are trying to solve. Share the concept you generated, focusing on the key frames and features, and allow time for clarifying questions.

Ideas to Share:

- * Description of what is
- * Briefly describe the why
- * What are the main points
- * Benefits
- * What is different from our current system?
- * What can students, educators or families anticipate?

Consider-Words or phrases that need to be clarified

Pitch- 2 to 3 minutes

SHARING YOUR TEAM PROTOTYPE

“I like...” / “I wish...” / “What if...” Statements

- In “**I Like...**” statements, encourage your participants to convey aspects that they liked about the prototype. This provides you with **positive feedback** about your prototype.
- In “**I Wish...**” statements, prompt participants to share ideas of how the prototype can be changed or improved to address their concerns. This is an avenue to collect negative feedback and **constructive criticism**.
- Lastly, in “**What If...**” statements, ask participants to express new suggestions that might not have a direct link to the prototype. This opens up possibilities for **new ideas** that your team can then explore in future iterations of prototypes.

PROTOTYPE
GETTING FEEDBACK

ROTATIONS

(One person stay behind from each team)	Project Based Learning	Advisory / Homeroom	Block Scheduling	Teacher Teams with Cohorts
Round #1	Advisory / Homeroom	Block Scheduling	Teacher Teams with Cohorts	Project Based Learning
Round #2	Block Scheduling	Teacher Teams with Cohorts	Project Based Learning	Advisory / Homeroom
Round #3	Teacher Teams with Cohorts	Project Based Learning	Advisory / Homeroom	Block Scheduling

Pitch: 2-3 min

Feedback: 7 min (**I like / I wish / What if** statements activity)

Prototype

Share

REFINE

Refine

Get Feedback



Refining



- Reconvene as a team group
- Read aloud the feedback received (**I like / I wish / What if Statements**)
- Reflect on the things you found surprising. Based on these, what would like to **ADD** or **CHANGE** in your prototype?

What is coming up?

Next Meeting- March 9 at Adams

What is coming up: We TEST our prototypes

- Innovative MS- Sharing Information
- Staff Listening Session Data
- Refining Prototype

	Tillicum	Odle	Tyee	Highland	Chinook
Staff Listening Session March 2nd	<i>Anna</i> Kim Dee Tom Diego Noelle	<i>Wendy</i> Courtney Dan Danielle Kalena Regan Sahaj Hasini	<i>Darren</i> Jessi Valeri Gabe Gargi Matthew	<i>Drew</i> Annisa Tori Susan Mariel Giovani	<i>Melisa</i> Scott James Susie Ishaan
	Location: Staff Lounge	Location: Staff Lounge	Location: Staff Lounge	Location: Staff Lounge	Location: Library
	Times: 11:00 - 1:00	Times: 11:00 - 1:30	Times: 7:30 - 9:00	Times: 10:45 - 1:30	Times: 10:30 - 1:00

Project-Based Learning (PBL)



General Description: “Project Based Learning (PBL) is a teaching method in which student learn by actively engaging in local and global issues and personally meaningful projects”

P=Problem Identified

- **Goal:** Students work on a project for an extended period of time that answers a complex question focused on **solving local and/or global issues**, and **demonstrate knowledge and skills through a public product or presentation for an authentic audience**.
- **Problems/Opportunities Addressed:** Academic instruction should be more student-centered and focused on “21st Century Learning” in terms of topics studied, method of delivery, and skills developed (current issues, problem-solving, interactive, collaborative, empowering, authentic audience)
 - *Irrelevant instruction and use of time (P.3); There is a disconnect between the skills being taught and the skills needed to succeed in the future (P.4); Sense of meaningful engagement and student voice (P.5); Students lack interactive learning environment (P.6); The school day and classes are not typically structured in a way that empower students and promotes their ownership of learning (P.7)*
- **Structural Elements May Include:** Substantial time for teacher training, ongoing support, planning, collaboration, and revision; teacher teaming; block scheduling that allows for larger chunks of uninterrupted project time
- **Design Questions to Spark Your Imagination:**
 - Will PBL be explicitly interdisciplinary or focused on single content areas?
 - Will PBL be the primary instructional approach or something that is done a few times a year?
 - How might outside professionals and organizations (including BSD family and community members) be authentically included in PBL in BSD middle schools?

Sources: [ASCD: PBLWorks](#);
[PBLWorks](#)

Teacher Teams with Student Cohorts



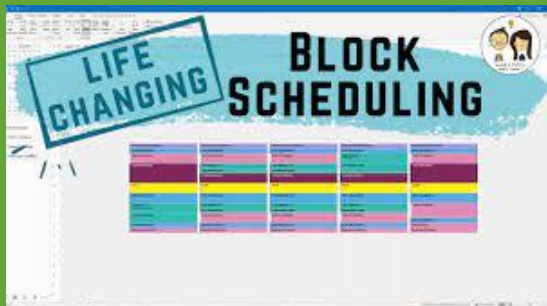
General Description: “Adults and students are grouped into smaller communities (e.g., teams, houses, academies) for enhanced teaching and learning” and these smaller communities “are characterized by stable, close, and mutually respectful relationships.”

P=Problem Identified

- ❖ **Goal:** To promote a **strong sense of community and instructional coherence** by having a group of students get to know a few teachers well, while also interacting with a cohort of peers, and by having a set of teachers dedicated to their assigned students’ overall middle school experience and success, while also collaborating frequently and effectively on instruction.
- ❖ **Problems/Opportunities Addressed:** Middle school is currently organized as mini high school where students’ individual schedules determine who and how many people they interact with during the school day. Teaming teachers and cohorting students intentionally structures time at school around community, belonging, and relationship development.
 - ❖ *Not enough meaningful connection to/with peers and adults (P.1); Sense of belonging (P.2); There is no bridge to 5th grade students to transition to middle school (P.9)*
- ❖ **Structural Elements May Include:** Interdisciplinary teaching teams anchored by common planning time and regular examination of student data; student cohorts anchored by a common teaching team; an assigned “mentor teacher” who loops with their student cohort for all 3 MS years
- ❖ **Design Questions to Spark Your Imagination:**
 - ❖ Core teachers teach more than 1 subject within a smaller teaching team (e.g., a cohort of students has Teacher A for both ELA & Social Studies & Teacher B for both math & science)?
 - ❖ Core teachers teach 1 subject within a larger teaching team (e.g., a cohort of students has Teacher A for ELA, Teacher B for Social Studies, Teacher C for math, Teacher D for science)?
 - ❖ What’s the ideal size for one “student cohort”? 50? 75? 100?
 - ❖ Do teachers loop with their student cohort (moving up with them through 6th, 7th, 8th grades)?

Sources: [Middle Matters](#); [Linked Learning](#)

Block Scheduling



General Description: “A block schedule is a scheduling system for the middle- or high-school day, usually by replacing a more traditional schedule of six or seven 40–50 minutes daily periods with longer class periods that meet fewer times each day and week. For instance, a typical block-schedule class might last 90 or 120 minutes and meet every other day instead of daily.”

P=Problem Identified

- ❖ **Goal:** To maximize student learning by **increasing the time spent each day in deep, extended learning** and reducing interruptions (transitions to different classes, taking attendance, etc.) and stress (having to keep up with 7 different classes, teachers, sets of students); to **promote deeper teacher-student relationships**; to allow teachers to **individualize instruction and support** for fewer students
- ❖ **Problems/Opportunities Addressed:** Student and teachers are forced to rush through the seven-period daily schedule, without sufficient time for deep, extended learning, connection with others, or opportunities to take care of personal needs. The pace of the school day can be slowed down to increase academic learning, social connection, and personal and collective well-being, and to decrease pressure and stress. Longer class periods with fewer teachers may also support 6th graders as they transition from elementary school to the secondary grades.
- ❖ *Not enough meaningful connection to/with peers and adults (P.1); Sense of belonging (P.2); Irrelevant instruction and use of time (P.3); Sense of meaningful engagement (P.5); Students need break time(P.8); There is no bridge to 5th grade students to transition to middle school (P.9)*
- ❖ **Structural Elements May Include:** Substantial time for teacher training, planning, and collaboration to ensure efficient, effective teaching within the block context; Significant changes to schools’ master schedules
- ❖ **Design Questions to Spark Your Imagination:**
 - ❖ A “4 x 4” block schedule where students take four 90-minute courses every day and finish a course in one semester rather than a full school year?
 - ❖ An “A/B” or “alternating-day” block schedule where students take eight 90-minute courses that meet every other day?
 - ❖ A “trimester” schedule where students take two or three core courses simultaneously, with each class meeting daily, over three 60-day trimesters?
 - ❖ Consider building block schedule that allows for: 1) Recess/breaks (to promote socialization and provide time for personal needs like bathroom, water, food, movement, relaxation)?, and 2) Tutorial/extra help during the school day?

Sources: [The Edvocate](#); [NEA](#)

Advisory/ Homeroom



General Description:

Advisory/Homeroom programs “are designed to create a strong support system that students need to develop academically, socially, and emotionally.” Such programs can make a large comprehensive middle school feel smaller and more personal.

P=Problem Identified

- ❖ **Goal:** Each middle school has an “advisory” or “homeroom” program to **engage students, build community**, ensure each student and family is **known and supported** by at least one teacher, explicitly teach **SEL, bullying prevention and study skills**, and prepare students for **transitions** (e.g., 6th graders entering middle school, 8th graders exiting middle school). Such a program supports not only supports students individually but can promote a positive overall school culture.
- ❖ **Problems/Opportunities Addressed:** Middle school is currently organized as mini high school which results in a lack of protected time to explicitly build teacher-student bonds, help students navigate and explore the middle grades, or explicitly teach SEL, bullying prevention, and study skills.
 - ❖ *Not enough meaningful connection to/with peers and adults (P.1); Sense of belonging (P.2); There is no bridge to 5th grade students to transition to middle school (P.9); Sense of meaningful engagement and student voice (P.5)*
- ❖ **Structural Elements May Include:** An assigned “mentor teacher” who loops with their Advisory/Homeroom student cohort for all 3 MS years; Some time for teacher training, ongoing support, planning, collaboration, revision
- ❖ **Design Questions to Spark Your Imagination:**
 - ❖ How often and for how long will Advisory/Homeroom classes meet?
 - ❖ Will Advisory/Homeroom be a separate class period, added onto a particular class period (e.g., 1st period), or something else?
 - ❖ How will your design ensure that this period doesn’t get co-opted by administrative tasks (e.g., survey-taking, etc.)?
 - ❖ Might one Advisory/Homeroom have two assigned teachers instead of one?

Sources: [Friends’ Central School](#); [EducationWeek](#)